

Cedar Hill Independent School District

Collegiate High School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The Mission of Cedar Hill Collegiate High School is to develop resilient scholars who excel academically and are empowered to serve.

Vision

The vision of Cedar Hill Collegiate High School is to develop resilient scholars who excel academically and are empowered to serve.

Value Statement

Pride, Purpose, and Perseverance

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Goals

Goal 1: The percentage of HS scholars (9th/10th graders) at Masters on STAAR Reading will increase from 22% in August 2025 to 30% in June 2026.

Performance Objective 1: By June 2026, the percentage of 9th-grade scholars scoring at the Masters level on STAAR EOC English I will increase from 35% to 40%.

HB3 Goal
Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details		Reviews			
Strategy 1: Teachers will embed advanced reading and writing tasks that emphasize synthesis across multiple texts, rhetorical analysis, and evidence-based writing. Scholars will regularly use AVID Cornell notes and academic discussion protocols to deepen comprehension. Strategy's Expected Result/Impact: Strengthening higher-order analysis and evidence-based reasoning will push more scholars into the Masters+ performance range. Staff Responsible for Monitoring: Ninth-grade ELAR Teacher, Campus Administration. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4 Funding Sources: TSIA & SAT Prep Material/Services - STEM Grant - \$250		Formative			Summative
		Jan	Mar	May	July

 No Progress

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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: During the 2024-2025 school year, only 9% of scholars achieved Masters performance on the English II EOC, compared to 35% in English I. **Root Cause:** Teachers need to extend instructional practices beyond Meets-level proficiency by providing scholars with sustained opportunities for evidence-based writing and higher-order analysis to strengthen mastery outcomes.

Problem Statement 4: During the 2024-2025 school year, 46% of AP exams scored at 3 or higher, with strong results in Pre-Calculus (80%) and Spanish (82%) but weaker outcomes in Human Geography (34%) and World History (31%). **Root Cause:** While AP access expanded (278 exams taken), Human Geography and World History courses lacked aligned instructional pacing, consistent AP-level practice, and targeted supports for first-time AP testers, leading to reduced mastery.

Goal 1: The percentage of HS scholars (9th/10th graders) at Masters on STAAR Reading will increase from 22% in August 2025 to 30% in June 2026.

Performance Objective 2: By June 2026, the percentage of 10th-grade scholars scoring at the Masters level on STAAR EOC English II will increase from 9% to 20%.

HB3 Goal

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	May	July
Strategy 1: Teachers will implement targeted intervention cycles that focus on inferencing, author's craft, and complex text structures, with scaffolded use of organizers (e.g., Frayer models for vocabulary, graphic organizers for theme/evidence). Scholars will also complete timed writing practice aligned to STAAR Masters-level prompts. Strategy's Expected Result/Impact: Focused scaffolds and practice with rigorous tasks will increase the percentage of scholars able to demonstrate mastery on STAAR English II. Staff Responsible for Monitoring: Tenth-grade ELAR Teacher, ESL/Intervention Support, Campus Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: TSIA & SAT Prep Material/Services - STEM Grant - \$250				
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: During the 2024-2025 school year, only 9% of scholars achieved Masters performance on the English II EOC, compared to 35% in English I. Root Cause: Teachers need to extend instructional practices beyond Meets-level proficiency by providing scholars with sustained opportunities for evidence-based writing and higher-order analysis to strengthen mastery outcomes.

Goal 2: The percentage of AP scholars achieving a 3+ will increase from 46% in August 2025 to 50% in June 2026.

Performance Objective 1: Teachers will implement aligned instructional pacing and progress monitoring to ensure AP Human Geography and World History scholars are consistently prepared for AP-level rigor.

Evaluation Data Sources: AP Benchmarks
AP Exam EOY

Strategy 1 Details		Reviews			
Strategy 1: AP teachers will develop and follow unit pacing calendars aligned with College Board frameworks, administer bi-weekly checks for understanding using AP-style multiple-choice and free-response questions (FRQs), and track scholar progress through campus data meetings. Strategy's Expected Result/Impact: Consistent pacing and assessment will identify gaps earlier, hold instruction accountable to AP standards, and increase readiness for the AP exam. Staff Responsible for Monitoring: AP Human Geography and World History Teachers, AP Coordinator, Campus Administration. Title I: 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4 Funding Sources: AP Material & PD - STEM Grant - \$4,500		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: During the 2024-2025 school year, 46% of AP exams scored at 3 or higher, with strong results in Pre-Calculus (80%) and Spanish (82%) but weaker outcomes in Human Geography (34%) and World History (31%). Root Cause: While AP access expanded (278 exams taken), Human Geography and World History courses lacked aligned instructional pacing, consistent AP-level practice, and targeted supports for first-time AP testers, leading to reduced mastery.

Goal 2: The percentage of AP scholars achieving a 3+ will increase from 46% in August 2025 to 50% in June 2026.

Performance Objective 2: Scholars in Human Geography and World History will engage in structured AP-level practice and targeted supports to build confidence and mastery.

Evaluation Data Sources: AP Benchmarks
AP Exam EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will embed weekly AP-level practice (timed FRQs, document-based questions, and stimulus-based multiple-choice items) and provide after-school or Saturday tutorials focused on test-taking strategies for first-time AP scholars. Strategy's Expected Result/Impact: Increased exposure to AP-level rigor and targeted supports will strengthen scholar skills in evidence-based writing, critical thinking, and content mastery, leading to higher exam performance. Staff Responsible for Monitoring: AP Human Geography and World History Teachers, AVID Coordinator, AP Coordinator, Campus Administration. Title I: 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: During the 2024-2025 school year, 46% of AP exams scored at 3 or higher, with strong results in Pre-Calculus (80%) and Spanish (82%) but weaker outcomes in Human Geography (34%) and World History (31%). Root Cause: While AP access expanded (278 exams taken), Human Geography and World History courses lacked aligned instructional pacing, consistent AP-level practice, and targeted supports for first-time AP testers, leading to reduced mastery.

Goal 3: The percentage of scholars HS Scholars (9th-10th grade) College Career and Military Ready, as measured by TSIA success, will increase from 67% in August 2025 to 90% in May 2026.

Performance Objective 1: By May 2026, the percentage of ninth-grade scholars meeting TSIA Reading will increase from 55% to 90%.

Evaluation Data Sources: TSIA BOY, MOY, EOY

Strategy 1 Details		Reviews			
Strategy 1: Teachers will integrate evidence-based reading practices (close reading, annotation, and reciprocal teaching) into weekly instruction, with targeted interventions on informational text comprehension and academic vocabulary. Strategy's Expected Result/Impact: Improved comprehension and vocabulary knowledge will raise TSIA Reading success rates. Staff Responsible for Monitoring: Ninth Grade ELA Teacher, Campus Administration. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4 Funding Sources: TSIA & SAT Prep Material/Services - STEM Grant - \$500		Formative			Summative
		Jan	Mar	May	July

 No Progress

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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: During the 2024-2025 school year, only 9% of scholars achieved Masters performance on the English II EOC, compared to 35% in English I. Root Cause: Teachers need to extend instructional practices beyond Meets-level proficiency by providing scholars with sustained opportunities for evidence-based writing and higher-order analysis to strengthen mastery outcomes.
Problem Statement 4: During the 2024-2025 school year, 46% of AP exams scored at 3 or higher, with strong results in Pre-Calculus (80%) and Spanish (82%) but weaker outcomes in Human Geography (34%) and World History (31%). Root Cause: While AP access expanded (278 exams taken), Human Geography and World History courses lacked aligned instructional pacing, consistent AP-level practice, and targeted supports for first-time AP testers, leading to reduced mastery.

Goal 3: The percentage of scholars HS Scholars (9th-10th grade) College Career and Military Ready, as measured by TSIA success, will increase from 67% in August 2025 to 90% in May 2026.

Performance Objective 2: By May 2026, the percentage of ninth-grade scholars meeting TSIA Math benchmarks will increase from 23% to 85%.

Evaluation Data Sources: TSIA BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily fluency practice in algebraic foundations (linear equations, inequalities, functions) and problem-solving with real-world applications, supported by calculator strategies for efficiency. Strategy's Expected Result/Impact: Stronger conceptual understanding and test-taking strategies will accelerate growth in TSIA Math success rates. Staff Responsible for Monitoring: Ninth-grade Algebra II Teacher, Campus Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4 Funding Sources: TSIA & SAT Prep Material/Services - STEM Grant - \$500	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: During the 2024-2025 school year, 46% of AP exams scored at 3 or higher, with strong results in Pre-Calculus (80%) and Spanish (82%) but weaker outcomes in Human Geography (34%) and World History (31%). Root Cause: While AP access expanded (278 exams taken), Human Geography and World History courses lacked aligned instructional pacing, consistent AP-level practice, and targeted supports for first-time AP testers, leading to reduced mastery.

Goal 3: The percentage of scholars HS Scholars (9th-10th grade) College Career and Military Ready, as measured by TSIA success, will increase from 67% in August 2025 to 90% in May 2026.

Performance Objective 3: By May 2026, the percentage of tenth-grade scholars meeting TSIA ELAR benchmarks will increase from 87% to 100%.

Evaluation Data Sources: TSIA BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide targeted support for the remaining non-benchmark scholars through small-group tutorials that emphasize text analysis, argument structure, and evidence-based writing, aligned with TSIA expectations. Strategy's Expected Result/Impact: Personalized intervention will ensure all scholars achieve TSIA ELAR readiness. Staff Responsible for Monitoring: Tenth-grade ELA Teacher, Campus Administrators Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4 Funding Sources: TSIA & SAT Prep Material/Services - STEM Grant - \$500	Formative			Summative
	Jan	Mar	May	July
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: During the 2024-2025 school year, only 9% of scholars achieved Masters performance on the English II EOC, compared to 35% in English I. Root Cause: Teachers need to extend instructional practices beyond Meets-level proficiency by providing scholars with sustained opportunities for evidence-based writing and higher-order analysis to strengthen mastery outcomes.
Problem Statement 4: During the 2024-2025 school year, 46% of AP exams scored at 3 or higher, with strong results in Pre-Calculus (80%) and Spanish (82%) but weaker outcomes in Human Geography (34%) and World History (31%). Root Cause: While AP access expanded (278 exams taken), Human Geography and World History courses lacked aligned instructional pacing, consistent AP-level practice, and targeted supports for first-time AP testers, leading to reduced mastery.

Goal 3: The percentage of scholars HS Scholars (9th-10th grade) College Career and Military Ready, as measured by TSIA success, will increase from 67% in August 2025 to 90% in May 2026.

Performance Objective 4: By May 2026, the percentage of tenth-grade scholars meeting TSIA Math benchmarks will increase from 61% to 85%.

Evaluation Data Sources: TSIA BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver targeted intervention cycles in quadratic functions, systems of equations, and problem-solving using TSIA-style practice sets, with explicit instruction on calculator functions to ensure accuracy. Strategy's Expected Result/Impact: Focused mastery of high-leverage concepts and strategies will raise TSIA Math success rates. Staff Responsible for Monitoring: Tenth-grade Math Teachers, Campus Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4 Funding Sources: TSIA & SAT Prep Material/Services - STEM Grant - \$500	Formative			Summative
	Jan	Mar	May	July

 No Progress

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Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: During the 2024-2025 school year, 46% of AP exams scored at 3 or higher, with strong results in Pre-Calculus (80%) and Spanish (82%) but weaker outcomes in Human Geography (34%) and World History (31%). Root Cause: While AP access expanded (278 exams taken), Human Geography and World History courses lacked aligned instructional pacing, consistent AP-level practice, and targeted supports for first-time AP testers, leading to reduced mastery.

Goal 4: The percentage of ninth-graders achieving Masters on Biology STAAR will grow from 25% in August 2025 to 35% in June 2026.

Performance Objective 1: By June 2026, the percentage of ninth-grade scholars scoring at the Masters level on STAAR EOC Biology will increase from 25% to 35%.

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	May	July
Strategy 1: Teachers will embed higher-order scientific reasoning tasks in daily instruction, including data analysis of lab results, graph interpretation, and claim-evidence-reasoning writing, and integrate STAAR-aligned practice questions that target the application and synthesis of biology concepts, such as cell processes, genetics, and ecosystems. Strategy's Expected Result/Impact: Increased opportunities to practice analyzing data, applying concepts, and constructing evidence-based explanations will prepare scholars to demonstrate mastery on STAAR Biology. Staff Responsible for Monitoring: Ninth-grade Biology Teachers, Campus Administration. Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Extra-Duty Pay - 199- General Fund - \$250				
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: During the 2024-2025 school year, 25% of scholars achieved Masters performance on the Biology EOC, placing the campus in Q2 statewide. Root Cause: Teachers need to move beyond foundational coverage by integrating inquiry-based labs, writing, and higher-order questioning to deepen conceptual understanding and support mastery-level growth in Biology.

Goal 5: By June 2026, the percentage of students reporting positive perceptions of teacher-student relationships will increase from 25% to 45%, moving the campus to at least the 40th percentile nationally.

Performance Objective 1: Teachers will strengthen relational practices by building consistent personal connections and demonstrating fairness and respect, fostering a culture of trust and belonging.

Evaluation Data Sources: Student Surveys BOY, MOY, EOY

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement intentional relationship-building routines (e.g., daily positive greetings, weekly check-ins, and restorative circles), while incorporating student voice through feedback surveys and classroom discussions. Strategy's Expected Result/Impact: Increased positive interactions will enhance scholar perceptions of fairness, respect, and connection, leading to improved climate survey results and stronger engagement in learning. Staff Responsible for Monitoring: Classroom Teachers, Counselor, Campus Administration. Title I: 2.531, 2.533 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Student Engagement and Achievement Supports - 199- General Fund - \$500, Academic/College Bowl - STEM Grant - \$750		Formative			Summative
		Jan	Mar	May	July
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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: During the 2024-2025 school year, only 25% of students reported positive perceptions of teacher-student relationships, ranking in the 20th percentile nationally. Root Cause: Students expressed a need for more consistent personal connections, fairness, and respect from adults on campus. Teacher-student interactions are perceived as transactional and focused on academics, with fewer opportunities for relational trust-building.